

Duncan Elementary

100 S. Danzler Rd.
Duncan, SC 29334

Grades	PK-3 Elementary School	
Enrollment	533 Students	
Principal	Dr. Linda Allen	864-949-2373
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. James Corne	864-949-2350

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	72	14	1

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Average	Average	No
2005	Good	Average	Yes
2006	Average	N/A	Yes

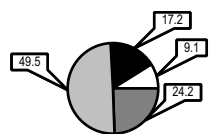
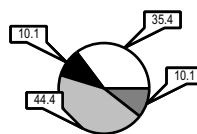
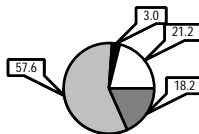
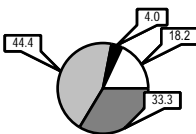
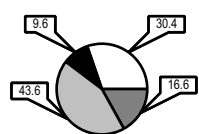
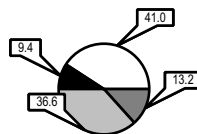
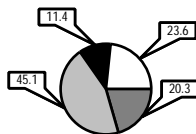
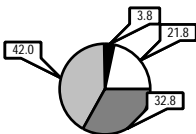
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	117	100.0	17.6	43.1	34.3	4.9	55.9	Yes	Yes
Gender									
Male	66	100.0	25.5	49.1	25.5	0.0	41.8	N/A	N/A
Female	51	100.0	8.5	36.2	44.7	10.6	72.3	N/A	N/A
Racial/Ethnic Group									
White	73	100.0	14.1	42.2	39.1	4.7	62.5	Yes	Yes
African American	34	100.0	26.7	50.0	20.0	3.3	36.7	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	89	100.0	8.9	46.8	39.2	5.1	63.3	N/A	N/A
Disabled	28	100.0	47.8	30.4	17.4	4.3	30.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	117	100.0	17.6	43.1	34.3	4.9	55.9	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	110	100.0	17.5	42.3	35.1	5.2	56.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	100.0	27.1	37.5	29.2	6.3	43.8	Yes	Yes
Full-pay meals	59	100.0	9.3	48.1	38.9	3.7	66.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	117	100.0	20.6	56.9	19.6	2.9	37.3	Yes	Yes
Gender									
Male	66	100.0	21.8	58.2	18.2	1.8	36.4	N/A	N/A
Female	51	100.0	19.1	55.3	21.3	4.3	38.3	N/A	N/A
Racial/Ethnic Group									
White	73	100.0	17.2	57.8	20.3	4.7	43.8	Yes	Yes
African American	34	100.0	30.0	63.3	6.7	0.0	13.3	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	89	100.0	12.7	62.0	21.5	3.8	43.0	N/A	N/A
Disabled	28	100.0	47.8	39.1	13.0	0.0	17.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	117	100.0	20.6	56.9	19.6	2.9	37.3	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	110	100.0	20.6	57.7	18.6	3.1	37.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	100.0	27.1	58.3	12.5	2.1	22.9	Yes	Yes
Full-pay meals	59	100.0	14.8	55.6	25.9	3.7	50.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	117	100.0	34.3	44.1	11.8	9.8	21.6
Gender							
Male	66	100.0	36.4	45.5	9.1	9.1	18.2
Female	51	100.0	31.9	42.6	14.9	10.6	25.5
Racial/Ethnic Group							
White	73	100.0	28.1	45.3	10.9	15.6	26.6
African American	34	100.0	50.0	43.3	6.7	0.0	6.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	30.4	45.6	11.4	12.7	24.1
Disabled	28	100.0	47.8	39.1	13.0	0.0	13.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	117	100.0	34.3	44.1	11.8	9.8	21.6
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	110	100.0	34.0	45.4	10.3	10.3	20.6
Socio-Economic Status							
Subsidized meals	58	100.0	43.8	43.8	10.4	2.1	12.5
Full-pay meals	59	100.0	25.9	44.4	13.0	16.7	29.6

Social Studies							
All Students	117	100.0	8.8	48.0	24.5	18.6	43.1
Gender							
Male	66	100.0	9.1	52.7	21.8	16.4	38.2
Female	51	100.0	8.5	42.6	27.7	21.3	48.9
Racial/Ethnic Group							
White	73	100.0	6.3	51.6	18.8	23.4	42.2
African American	34	100.0	13.3	50.0	30.0	6.7	36.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	6.3	45.6	26.6	21.5	48.1
Disabled	28	100.0	17.4	56.5	17.4	8.7	26.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	117	100.0	8.8	48.0	24.5	18.6	43.1
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	110	100.0	8.2	48.5	24.7	18.6	43.3
Socio-Economic Status							
Subsidized meals	58	100.0	14.6	50.0	20.8	14.6	35.4
Full-pay meals	59	100.0	3.7	46.3	27.8	22.2	50.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	147	100.0	17.1	25.6	51.2	6.2	57.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	17.6	43.1	34.3	4.9	39.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	147	100.0	20.9	51.9	23.3	3.9	27.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	20.6	56.9	19.6	2.9	22.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	147	100.0	31.0	34.1	25.6	9.3	34.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	34.3	44.1	11.8	9.8	21.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	147	100.0	16.3	44.2	17.1	22.5	39.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	8.8	48.0	24.5	18.6	43.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 533)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.5%	Up from 0.8%	3.2%	2.8%
Attendance rate	96.4%	Down from 96.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.7%	0.0%	0.0%
Eligible for gifted and talented	10.7%	Down from 12.0%	9.6%	10.4%
On academic plans	N/A	N/AV	39.6%	33.6%
On academic probation	N/A	N/AV	1.8%	1.0%
With disabilities other than speech	8.3%	Up from 5.8%	8.4%	7.5%
Older than usual for grade	0.6%	Up from 0.0%	1.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	60.9%	Up from 48.8%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.6%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 86.3%	87.6%	87.3%
Teacher attendance rate	95.7%	Down from 96.7%	95.1%	94.9%
Average teacher salary	\$42,505	Up 4.0%	\$42,380	\$42,485
Prof. development days/teacher	11.0 days	Down from 16.4 days	14.2 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	3.5	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 17.9 to 1	18.3 to 1	18.6 to 1
Prime instructional time	90.9%	Down from 93.0%	89.6%	89.7%
Dollars spent per pupil*	\$7,501	Up 14.9%	\$6,332	\$6,557
Percent of expenditures for teacher salaries*	67.7%	Up from 66.4%	64.6%	64.0%
Percent of expenditures for instruction*	71.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Duncan Elementary School, a Title I School-wide Project, proudly serves an extremely diverse student body. With an average mobility rate of 24-27%, student strengths and areas for improvement must be identified quickly. Our staff does an exemplary job of addressing this issue. Students are assessed using objective measures as well as ongoing authentic assessment in order to provide a true profile of their achievement. We also specialize in the instruction of Pre-school Children with Disabilities (PCD), and house two district self-contained classes for Learning Disabled students. We also have three special education satellite classes for students with more severe learning needs. We also house an ESOL program, which is delivered by an ESOL teacher and assistant and serves students from 20 countries. In 2005-2006, Duncan was recognized for the second consecutive year as a Palmetto Silver Award winner.

Our students, parents, and teachers joined together at Duncan, on Duncan Elementary's Learning Safari in the 2005-2006 school year. Each student and class took an active role in goal setting for the year. Many celebrations were shared throughout the school year as students met and exceeded their individually set goals.

Again this year, our communications efforts were recognized by the SC Chapter of the National School Public Relations Association when our school newsletter and webpage received the Distinguished Communication award. We continue with a focus on a strong partnership with our parents and community. The 2005-2006 school year saw an increase in parental involvement in a wide range of school activities, such as our school cookouts, Awards' Days, and Field Days.

Duncan's commitment to quality instruction and student achievement is evident through our innovative flex schedule, which provides for approximately two hours of uninterrupted instruction each morning. Pullout or special area classes do not occur during this time; instead, these certified staff members are found in classrooms teaching reading side-by-side with classroom teachers. One day a week, back-to-back planning periods provide an hour and a half for in-service time with our curriculum facilitator, school technologist, or administrators. The commitment to quality instruction delivered during this protected class time and on-going high quality staff development is evident by the success of this unique schedule.

Through the collaboration of community agencies, our school has been the co-recipient of a 21st Century Grant that provides quality Extended School Time for third grade students. A healthy snack and guidance services, provided by a mental health social worker, are also provided for our children. We are grateful for the support of our community and school family and we eagerly anticipate another wonderful year.

Linda P. Allen, Principal
Chad Bralley, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	104	64
Percent satisfied with learning environment	97.6%	96.1%	92.1%
Percent satisfied with social and physical environment	95.1%	90.2%	96.8%
Percent satisfied with school-home relations	87.2%	90.3%	84.1%

*Only students at the highest elementary school grade level at this school and their parents were included.